



**AN ANALYSIS OF THE QUESTION TYPES
USED BY THE ENGLISH TEACHERS IN SMAN 1 KAYEN PATI
IN ACADEMIC YEAR 2014/2015**

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2015**



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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing
the Sarjana Program in the Department of English Education**

The logo of Universitas Muria Kudus is a shield-shaped emblem. It features a yellow background with a blue and red design in the center. The text "UNIVERSITAS MURIA KUDUS" is written in a semi-circle at the top. Below the shield is a white decorative element resembling a stylized flower or a bird's tail.

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MOTTO AND DEDICATION

Motto:

- *“Happiness is not money but a peace of mind and soul”.*
- *“To get success, the courage must be greater than the fear”.*
- *“Do the best and pray. God will take care of the rest”.*



Dedication:

This skripsi is dedicated to:

- My beloved father and mother (Mr. Nana Johana and Mrs. Tasmirah)
- My best friends (Ayu and Titin)
- All teachers of life
- Everyone who knows and cares me
- All of my big family

ADVISORS' APPROVAL

This is to certify that the Skripsi of Santi Novianingsih (NIM 201132028) has been approved by the advisors for further approval by the Examining Committee.

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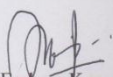
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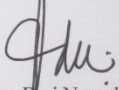
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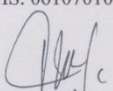
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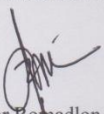
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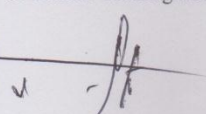

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This skripsi is not merely my own work because of having been greatly improved by some great people who suggested and guided me by giving some comment and notes to make it better. Therefore, I also would like to express my deep gratitude to:

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There is no great obstacle in writing this skripsi than avoiding the temptation of being perfect. Therefore, suggestion from the reader will be fully appreciated and always awaited. I do expect that this skripsi will be useful for those, especially who are in the field of education.

Kudus, May 2015

Santi Novianingsih

ABSTRACT

Novianingsih, Santi. 2015. *An Analysis of the Question Types used by the English Teachers in SMA Negeri 1 Kayen Pati in Academic Year 2014/2015*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Dra. Sri Endang Kusmaryati, M.Pd, (ii) Agung Dwi Nurcahyo, S.S, M.Pd.

Keywords: interaction, questioning strategies, types of question

A learning process is an interaction between two elements of people, the students and the teacher. Good interaction in language classrooms will lead the students to the better learning and will activate their competence so that the teaching and learning process can run effectively. Questioning is a common technique used by the teacher in order to create the interaction between teacher and students. However, the teacher needs to develop the strategies in questioning. Teacher questions are one of the questioning strategies that need to be developed by the teacher to create classroom interaction. But, there are many factors that determine the effect of teacher question on classroom interaction and one of them is question types.

The objectives of this research are: (i) to describe the types of question used by the English teachers in SMA Negeri 1 Kayen Pati in academic year 2014/2015, (ii) to find out the purposes of the English teachers of SMA Negeri 1 Kayen Pati in asking certain types of question and (iii) to find out the students' responses toward the types of question used by the English teachers in SMA Negeri 1 Kayen Pati in academic year 2014/2015.

This research is descriptive qualitative research which employed classroom observations and interview to obtain the data. Classroom observation is employed to describe the teachers' question types, interview with the English teachers is employed to find out the teachers' purposes in asking certain types of question while interview with the students is employed to find out the students' responses toward the teacher's question types.

The findings of this research are: (i) the types of question used by the English teachers in SMA Negeri 1 Kayen Pati in academic year 2014/2015 were display question (88.8%) and referential question (11.2%), (ii) the purposes of the English teachers in SMA Negeri 1 Kayen Pati in academic year 2014/2015 in asking display questions were to review the previous materials and to check the students' understanding about the previous materials while the purposes in asking referential questions were to increase speaking skill and critical thinking skill of the students, (iii) the responses of the students in SMA Negeri 1 Kayen Pati in academic year 2014/2015 toward the teachers' question types were most of the students preferred display questions (60%) to referential questions (40%). The students who preferred display questions to referential questions considered that display questions are easy to answer but they were insufficient for increasing their critical thinking and English speaking skill since they just recall or read the answer from text or previous material. Meanwhile, the students who preferred referential

questions to display questions considered that referential questions are more challenging than display questions and these questions could help them to increase their critical thinking and English speaking skill.

In conclusion, I suggest that the English teachers in SMA Negeri 1 Kayen Pati should concern with their questions during in the classroom. They should combine the use of display and referential questions proportionally because it will impact on the development of students' thinking. For example, besides giving questions based on the text, the teachers can give the questions which relate to the daily life. For the students, I suggest them to be more responsive toward the teacher's questions, especially the questions which require the opinion. However, since this current research has several limitations, the development of researches in similar area is recommended. Further researchers should investigate the other related variables that also determine the effect of teacher question on classroom interaction, not only about the question types used by the teacher.



ABSTRAK

Novianingsih, Santi. 2015. *Analisis Tipe-Tipe Pertanyaan yang digunakan oleh Guru-Guru Bahasa Inggris di SMA Negeri 1 Kayen Pati Tahun Pelajaran 2014/2015*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (i) Dra. Sri Endang Kusmaryati, M.Pd, (ii) Agung Dwi Nurcahyo, S.S, M.Pd.

Kata-kata kunci: interaksi, strategi-strategi bertanya, tipe-tipe pertanyaan

Proses belajar adalah sebuah interaksi antara dua unsur orang, peserta didik dan guru. Interaksi yang baik didalam kelas bahasa akan menuntun para peserta didik ke pembelajaran yang lebih baik dan akan mengaktifkan kemampuan mereka sehingga proses belajar mengajar dapat berjalan secara efektif. Bertanya adalah sebuah teknik umum yang sering digunakan oleh guru agar tercipta interaksi antara guru dan peserta didik. Bagaimanapun, guru perlu mengembangkan strategi-strategi didalam bertanya. Pertanyaan guru adalah salah satu strategi bertanya yang perlu dikembangkan oleh guru guna menciptakan interaksi didalam kelas. Tetapi, ada banyak faktor yang menentukan pengaruh pertanyaan guru terhadap interaksi kelas dan salah satunya ditentukan oleh tipe-tipe pertanyaan guru.

Tujuan penelitian ini adalah: (i) untuk mendeskripsikan tipe-tipe pertanyaan yang digunakan oleh guru-guru bahasa inggris di SMA Negeri 1 Kayen Pati tahun pelajaran 2014/2015, (ii) untuk mengetahui tujuan guru-guru SMA Negeri 1 Kayen Pati di dalam menanyakan tipe-tipe pertanyaan tertentu dan (iii) untuk mengetahui tanggapan siswa terhadap tipe-tipe pertanyaan yang digunakan oleh guru-guru bahasa inggris di SMA Negeri 1 Kayen Pati tahun pelajaran 2014/2015.

Penelitian ini adalah penelitian deskriptif kualitatif yang menggunakan observasi kelas dan wawancara untuk memperoleh data. Observasi kelas digunakan untuk mendeskripsikan tipe-tipe pertanyaan guru, wawancara dengan guru-guru bahasa inggris digunakan untuk mengetahui tujuan guru di dalam menanyakan tipe-tipe pertanyaan tertentu sedangkan wawancara dengan beberapa siswa digunakan untuk mengetahui tanggapan siswa terhadap tipe-tipe pertanyaan guru.

Hasil dari penelitian ini adalah: (i) tipe-tipe pertanyaan yang digunakan oleh guru-guru bahasa inggris di SMA Negeri 1 Kayen Pati tahun pelajaran 2014/2015 adalah pertanyaan display (88.8%) dan pertanyaan referensial (11.2%), (ii) tujuan guru-guru bahasa inggris di SMA Negeri 1 Kayen Pati tahun pelajaran 2014/2015 dalam menggunakan pertanyaan display adalah untuk mengulang kembali materi sebelumnya dan untuk memeriksa pemahaman siswa terhadap materi sebelumnya sedangkan dalam menggunakan pertanyaan referensial adalah untuk meningkatkan kemampuan berbicara dan kemampuan berfikir kritis siswa, (iii) tanggapan siswa-siswi di SMA Negeri 1 Kayen Pati tahun pelajaran 2014/2015 terhadap tipe-tipe pertanyaan guru adalah mayoritas siswa lebih menyukai pertanyaan display (60%) daripada pertanyaan referensial (40%). Para

siswa yang lebih memilih pertanyaan display daripada pertanyaan referensial menilai bahwa pertanyaan display mudah untuk dijawab tetapi pertanyaan ini tidaklah cukup untuk meningkatkan kemampuan berfikir kritis dan kemampuan berbicara bahasa Inggris mereka dikarenakan mereka hanya mengingat kembali dan membaca jawaban pertanyaan dari bacaan atau dari materi sebelumnya. Sementara itu, para siswa yang lebih memilih pertanyaan referensial daripada pertanyaan display menilai bahwa pertanyaan referensial lebih menantang daripada pertanyaan display dan pertanyaan ini dapat membantu untuk meningkatkan kemampuan berfikir kritis dan kemampuan berbicara bahasa Inggris mereka.

Dari apa yang telah saya paparkan diatas, saya menyarankan bahwa guru-guru bahasa inggris di SMA Negeri 1 Kayen Pati harus memperhatikan pertanyaan-pertanyaan mereka selama di kelas. Mereka harus menggunakan pertanyaan display dan referensial secara sebanding karena itu akan berpengaruh pada perkembangan pemikiran siswa. Sebagai contoh, disamping memberikan pertanyaan yang berkaitan dengan teks, guru juga dapat memberikan pertanyaan yang berkaitan dengan kehidupan sehari-hari. Untuk siswa-siswi, saya menyarankan mereka untuk lebih tanggap terhadap pertanyaan-pertanyaan guru, terutama pertanyaan yang jawabannya berkaitan dengan pendapat. Bagaimanapun, penelitian ini mempunyai beberapa batasan, jadi pengembangan penelitian-penelitian di area yang sama sangatlah dianjurkan. Para peneliti selanjutnya harus menyelidiki variabel terkait lainnya yang juga ikut berperan dalam menentukan pengaruh pertanyaan guru terhadap interaksi kelas, tidak hanya mengenai tipe-tipe pertanyaan yang digunakan oleh guru.

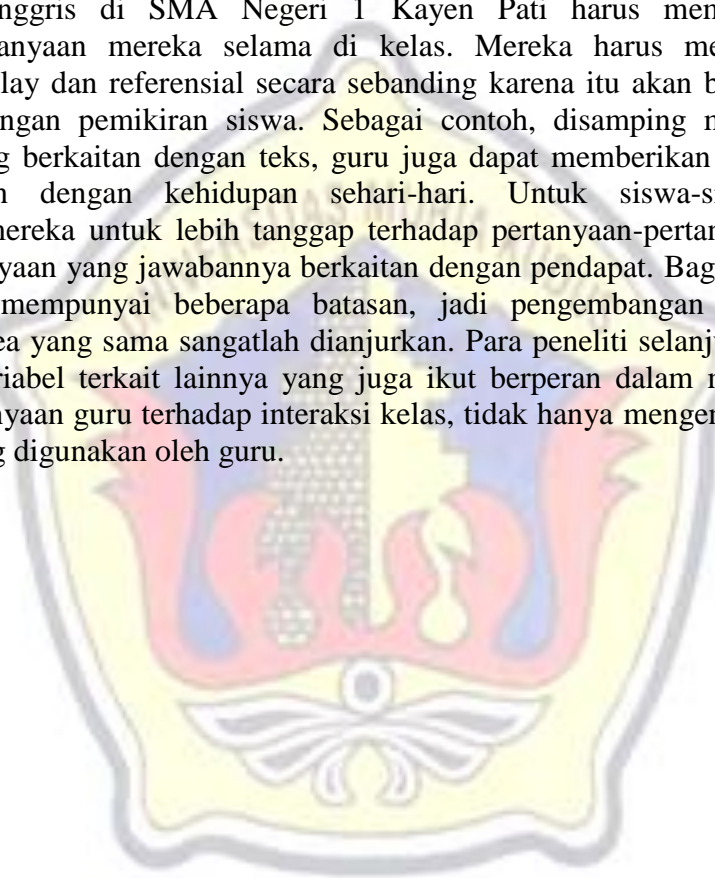


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